

Year Group Overview: Year Five 2025-2026

|   | Autumn 1<br>8 weeks   | Autumn 2<br>7 weeks   | Spring 1<br>6 weeks   | Spring 2<br>5 weeks  | Summer 1<br>6 weeks   | Summer 2<br>7 weeks  |
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| <b>Theme/ Key Question (Lead focus- Geog/ Hist)</b>       | <b>Lead Focus: History</b><br><br>How did Huddersfield and Britain change during the Industrial Revolution?   | <b>Lead Focus: Geography</b><br><br>What is life like in the Alps?  | <b>Lead Focus: History</b><br><br>Who were the Anglo-Saxons and how did they change Britain?  | <b>Lead Focus: Geography</b><br><br>Why do oceans matter?  | <b>Lead Focus: History</b><br><br>Who were the Vikings and what were the consequences of the Viking invasion in Britain?  | <b>Lead Focus: Geography</b><br><br>Would you like to live in a desert?  |
| <b>Enhancements/ planned trips/ visitors (2 per year)</b> |   |   | Canon Hall Farm   |  | Viking School Day Visit (REAL HISTORY ALIVE)  |  |
| <b>Texts/ Stimuli</b>                                     | Fiction: Who Let the Gods Out?<br>Non-Fiction: Hidden Figures   | Fiction: The Boy in the Back of the Class<br>Non Fiction: Holes   | Fiction: Harry Potter and the Prisoner of Azkaban<br>Non-Fiction: The Boy in the Tower  | Fiction: The Explorer<br>Fiction: The Last Bear  | Fiction: Anglo Saxon Boy<br>Non-Fiction: Curiosity  | Fiction: Beowulf<br>Fiction: The Strange Case of Origami Yoga  |
| <b>Writing output (audience and purpose)</b>              | Fiction: Who Let the Gods Out? - <b>Narrative</b><br><br>Non-Fiction: Hidden Figures - <b>Biography &amp; Magazine Article</b><br><br><b>Number of polished pieces: 3</b>   | Fiction: The Boy in the Back of the Class - <b>Retell (postcard)</b><br><br>Non Fiction: Holes - <b>Retell – Diary, Non Chronological Report</b><br><br><b>Number of polished pieces: 3</b>   | Fiction: Harry Potter and the Prisoner of Azkaban – <b>Explanation</b><br><br>Non-Fiction: The Boy in the Tower - <b>Instructions</b><br><br><b>Number of polished pieces: 2</b>  | Fiction: The Explorer – <b>Narrative (character point of view)</b><br><br>Fiction: The Last Bear ( <b>Character profile/description</b> )<br><br><b>Number of polished pieces: 2</b>   | Fiction: Anglo Saxon Boy <b>Recount</b><br><br>Non-Fiction: Curiosity <b>Online News article</b><br><br><b>Number of polished pieces: 2</b>   | Fiction: Beowulf: <b>Biography</b><br>Fiction: The Strange Case of Origami Yoga <b>Motivational/Persuasive speech</b><br><br><b>Number of polished pieces: 3</b>   |
| <b>Writing progression of skills</b>                      | Using and applying punctuation taught so far: (.,!?'“")<br><br>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.<br><br>Fronted Adverbials<br><br>Expressing time, place and cause using subordinating conjunctions<br><b>ISAWAWABUB</b><br><br>Using pronouns for cohesion and avoid repetition<br><br>Verb tenses recap<br><br><b>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</b> | Using and applying punctuation taught so far: (.,!?'“")<br><br><b>Devices to build cohesion within a paragraph e.g. then, after, that, this, firstly+</b><br>63<br><br><b>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</b><br><br><b>Building on expanded noun phrases (using show not tell).</b><br><br>Fronted Adverbials<br><br>Expressing time, place and cause using subordinating conjunctions<br><b>ISAWAWABUB</b><br><br>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | Using and applying punctuation taught so far: (.,!?'“")<br><br><b>Layout devices</b><br><br><b>Modal verbs e.g. might, should, will, must</b><br><br><b>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.</b><br><br><b>Inverted commas to integrate dialogue and move the action on</b><br><br>Fronted Adverbials<br><br>Expressing time, place and cause using subordinating conjunctions<br><b>ISAWAWABUB</b><br><br>Using pronouns for cohesion and avoid repetition<br><br><b>Brackets, dashes or commas to indicate parenthesis.</b><br><br>Linking ideas across paragraphs using adverbials of time, place and number or tense choices<br><br>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | Using and applying punctuation taught so far: (.,!?'“–())<br><br>Brackets, dashes or commas to indicate parenthesis.<br><br>Linking ideas across paragraphs using adverbials of time, place and number or tense choices<br><br>Building on expanded noun phrases (using show not tell).<br><br>Fronted Adverbials<br><br>Expressing time, place and cause using subordinating conjunctions<br><b>ISAWAWABUB</b><br><br>Modal verbs e.g. might, should, will, must<br>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.<br><br>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.<br><br>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | Using and applying punctuation taught so far: (.,!?'“–())<br><br>Layout devices<br><br>Modal verbs e.g. might, should, will, must<br>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.<br><br>Inverted commas to integrate dialogue and move the action on<br><br>Expressing time, place and cause using subordinating conjunctions<br><b>ISAWAWABUB</b><br><br><b>Use of commas to clarify meaning to avoid ambiguity.</b><br><br>Using pronouns for cohesion and avoid repetition<br><br>Brackets, dashes or commas to indicate parenthesis.<br><br><b>Cohesion within and across paragraphs.</b><br><br>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | Using and applying punctuation taught so far: (.,!?'“–())<br><br>Brackets, dashes or commas to indicate parenthesis.<br><br>Linking ideas across paragraphs using adverbials of time, place and number or tense choices<br><br>Building on expanded noun phrases (using show not tell).<br><br>Cohesion within and across paragraphs<br><br>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun<br><br>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning<br><br><b>Using the perfect form of verbs to mark relationships of time and cause</b> |

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| <b>Oracy</b>                | Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.  | Consider the words and phrases used to express their ideas and how this supports the purpose of talk.<br><br>Project their voice to a large audience. Gestures become increasingly natural.  | Draw upon knowledge of the world to support their own point of view and explore different perspectives.<br><br>Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.  | Adapt the content of their speech for a specific audience e.g. use of humour.<br><br>Speak with flair and passion.  | Consciously adapt tone, pace and volume of voice within a single context<br><br>Listen for extended periods of time including notetaking, drawing visual.  | Consciously adapt tone, pace and volume of voice within a single context<br><br>Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ....   |
| <b>Spelling</b>             | <ul style="list-style-type: none"> <li>Words with the letter string 'ough' Set 1 rough, tough, enough, cough, though, although, dough, thorough</li> <li>Set 2 through, thought, brought, bought, fought, plough, drought, borough</li> <li>Words with 'silent' letters e.g. knight, foreign, yacht   1   Silent letters 1   knight, write, wrong, wrist, wreck, kneel, knowledge, knock   2   Silent letters 2   foreign, yacht, solemn, debt, doubt, thumb, lamb, answer  </li> <li>Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) <i>Homophones 1   isle, aisle, aloud, allowed, affect, effect, herd, heard   Homophones 2   past, passed, scene, seen, peace, piece, great, grate  </i></li> </ul> <p><b>Spell some words from 5/6 statutory word list correctly</b><br/>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent</p> | <ul style="list-style-type: none"> <li>From previous years: plurals (adding '-s', '-es' and '-ies')<br/>cats, buses, flies, ladies, babies, foxes, churches, potatoes</li> <li>From previous years: apostrophe for contraction can't, won't, didn't, I'm, they've, we'll, she's, it's and possession girls', boys', teachers', parents', dogs', cats', children's, men's</li> </ul> <p><b>Spell some words from 5/6 statutory word list correctly</b><br/>appreciate, attached, available, average, awkward, bargain, bruise, category</p> | <ul style="list-style-type: none"> <li>From Years 3 and 4: apostrophe for possession<br/>Revision on words misspelt in Autumn</li> <li>Homophones (led/lead, steel/steal, alter/altar)<br/>led, lead, steel, steal, alter, altar, whose, who's</li> <li>cereal, serial, father, farther, guessed, guest, morning,</li> </ul> <p><b>Spell some words from 5/6 statutory word list correctly</b><br/>cemetery, committee, communicate, community, competition, conscience, conscious, controversy  </p> | <ul style="list-style-type: none"> <li>Homophones<br/>advise, advice, practise, practice, licence, license, principal, principle</li> <li>'ei' and 'ie' words – receive, achieve etc<br/>receive, deceive, ceiling, perceive, achieve, believe, thief, relieve</li> <li>'ough' words e.g. rough, ought, thorough</li> <li>rough, enough, thought, through, drought, thorough, bought, though</li> </ul> <p><b>Spell some words from 5/6 statutory word list correctly</b><br/>correspond, curiosity, definite, desperate, determined, develop, dictionary, disastrous</p> | <ul style="list-style-type: none"> <li>-ance/-ancy,<br/>importance, distance, tolerance, assistance, appearance, performance, guidance, reluctance</li> <li>-ent, -ant<br/>observant, hesitant, obedient, decent, frequent, excellent, patient, relevant</li> <li>/-ency ence words e.g.<br/>confidence, independence, residence, innocence, transparency, emergency, frequency, sufficiency</li> <li>Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose) guessed, guest,</li> </ul> <p><b>Spell many words from 5/6 statutory word list correctly</b><br/>embarrass, environment, equipped, especially, exaggerate, excellent, existence, explanation</p> | <ul style="list-style-type: none"> <li>Homophones<br/>draft/draught, stationary/stationery, farther/father, compliment/complement, affect/effect, passed/past, advice/advise, practise/practice</li> <li>Address any gaps within the class.</li> </ul> <p><b>Spell many words from 5/6 statutory word list correctly</b><br/>familiar, foreign, forty, frequently, government, guarantee, harass, hindrance</p> <p>identity, immediate, individual, interfere, interrupt, language, leisure, lightning  </p> <p>  neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical  </p> <p>prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend</p> |
| <b>Guided Reading Texts</b> | Fiction: Who Let the Gods Out?<br>Non-Fiction: Can you get Rainbows in Space?  | Fiction: Wolf Brother<br>Non-Fiction: Stones and Bones   | Fiction: Beetle Boy<br>Non-Fiction: Aviation, A visual History of Aircraft.   | Fiction: Dial a Ghost<br>Non-Fiction: I ate a Sunshine for Breakfast  | Fiction: Malamander<br>Poetry: My Heart is a Poem  | Fiction: Skandar and the Unicorn Thief<br>Non-Fiction: Against the Odds  |
| <b>Poetry</b>               | to Listen to: The Puffin Boo of Utterly Brilliant Poetry by Brian Patten.  | to perform: Leisure  | to write: Reverse   | to write: Haiku in Kensuke's Kingdom  | to perform: Walking with my Iguana   | to listen to: This Rock That Rock  |
| <b>Maths (White Rose)</b>   | Number: Place Value<br>Number: Addition and Subtraction  | Number: Multiplication and Division<br>Number: Fractions   | Number: Multiplication and Division<br>Number: Fractions  | Number: Decimals & Percentages<br>Measurement: Perimeter & Area<br>Statistics: Statistics   | Geometry: Shape<br>Geometry: Position and Direction<br>Number: Decimals  | Number: Negative numbers<br>Measurement: Converting units<br>Measurement: Volume   |
| <b>Science (White Rose)</b> | Physics: Forces (week 1-5)<br>Physics: Space (week 6-10)<br>Sustainability: Global warming (week 11)   | Chemistry: Properties of materials (week 1-4)<br>Biology: Animals including humans (week 5-9)<br>Biology: Life cycles (week 10-12)   | Biology: Reproduction A (week 1-3)<br>Chemistry: Reversible and irreversible changes (week 4-7)<br>Sustainability: Plastic pollution (week 11)<br>Biology: Reproduction B (week 9-10)   |   |  |  |

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| <b>RE (Trust)</b>  | UC: God<br>What does it mean if God is holy and loving?  | UC: Incarnation<br>Was Jesus the Massiah?   | World Faith<br>What does it mean for a Jewish person to follow God?         | UC: Salvation<br>What did Jesus do to save human beings?                         | UC: Gospel<br>What would Jesus Do?   | Thematic<br>How does religion help people live through good and bad times?                       |
| <b>Christian Values</b><br>(Friendship, Forgiveness, Courage, Hope, Trust)                                 | Courage  | Forgiveness   | Friendship  | Trust  | Hope   | Courage  |
| <b>Fundamental British Values</b> (Democracy, rule of law, individual liberty, mutual respect & tolerance) | Democracy  | Mutual respect and tolerance  | Rule of Law   | Individual Liberty   |  |  |
| <b>Geography (Kapow)</b>   |  | What is life like in the Alps?  |   | Why do oceans matter?  |  | Would you like to live in a desert?  |
| <b>New knowledge Revisit (for curriculum area)</b>   |  |   |   |  |  |  |
| <b>History (CCA bespoke)</b>   | <b>The Industrial Revolution-</b><br>How did Huddersfield and Britain change during the Industrial Revolution? |   | <b>Anglo-Saxons</b>   |  | <b>Vikings</b>   |  |
| <b>Art (Kapow)</b>   | Craft and Designs: Architecture<br>Painting and Mixed Media: Portraits   |   | Sculpture and 3D: Interactive installation                                  |  | Drawing: I need space  |  |
| <b>DT (Kapow)</b>  | Food: What could be healthier? 4 Lessons<br>Electrical Systems: Doodles 1-3 lessons                            |   | Mechanical Systems: Make a pop-up book<br>Digital world: Monitoring devices |  | DT: Structures: Bridges  |  |
| <b>Computing (Kapow)</b>   | Programming 1: Music   | Computing Systems and Networks: Search engines  | Data Handling: Mars Rover 1   | Creating Media: Stop motion animation  | Programming 2: Microbit  | Skills Showcase: Mars Rover 2  |
|  | Online Safety Lesson (1)   | Online Safety Lesson (2)  | Online Safety Lesson (3)  | Online Safety Lesson (4)   | Online Safety Lesson (5)   | Online Safety Lesson (6)   |
| <b>Music (Kapow)</b>   | <b>Composing notation</b><br>(Theme: Ancient Egypt)  | <b>Blues</b>  | <b>South and West Africa</b>  | <b>Composition to represent the festival of colour</b><br>(Theme: Holi Festival) | <b>Looping and remixing</b>  | <b>Musical Theatre</b>   |
| <b>PE (Get set for PE)</b>   | Fitness and Wellbeing  | <u>Coach</u> - Gymnastic- Pilates, Yoga   | Invasion Games  | <u>Coach</u> - Dance/Movement to Music   | Outdoor and adventurous  | <u>Coach</u> - Athletics   |
| <b>MFL</b>   | Vocabulary for different shops & buildings-<br>The High Street<br><br>Practise a simple dialogue               | Describe the High Street at different times/ days of the week<br>Listen to & respond to an extended story<br>Create own writing | Revisit days of the week, times of the day and family members               | Comment on food they like & dislike<br>Consider food group & healthy eating      | Transactional language<br>Learn names of items served for breakfast in France<br>Revise the date<br>Weather conditions | Weather conditions & forecast<br>Different seasons<br>Points of compass to state where they live |
| <b>RSHE (SCARF)</b>  | <b>Me and My Relationships</b><br>Feelings Friendships Skills,   | <b>Valuing Difference</b><br>Recognising and Celebrating Difference   | <b>Keeping Safe</b><br>Managing risk, online, legal drugs, decision making  | <b>Rights and Respect</b><br>Duties relating to health                           | <b>Being My Best</b><br>Growing Independence   | <b>Growing and Changing</b><br>Managing difficult feelings                                       |